



Poverty and race stretch the digital divide

Only 71% of American families have access, one of the lowest in the nation

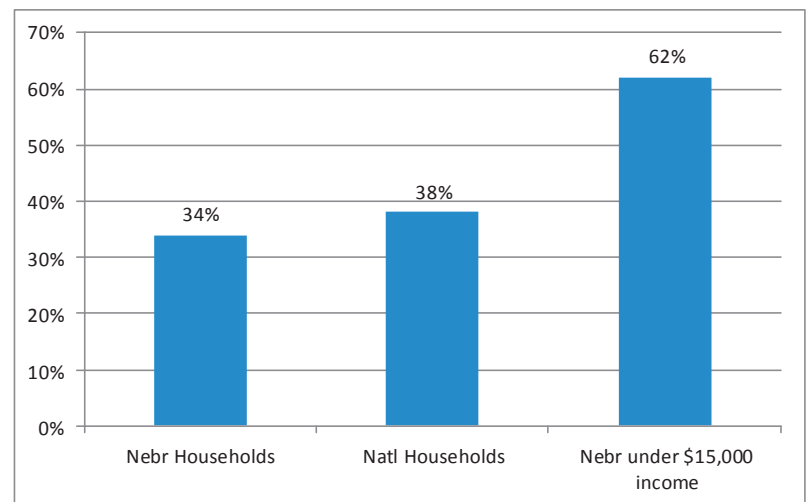
The digital divide is growing wider with technology in education and at your employment. Everyone is always connecting to someone somewhere...or are they?

You fill out everything online, from applications to scholarships or employment, to obtaining your medical history.

Worth reading is the Pew Internet and American Life Project study. Over 20% say the price of electronic equipment is a budget strain while 9% mentioned the cost of internet connection fees. Adding in other financial consideration, 42% basically said it is just plain too costly.

Studies show the income poverty gap grew a striking 29%. Telecommunication companies do not find it economically sound to invest in lower-income areas. The lack of connection puts people at a large disadvantage. Community centers, school labs, and libraries are trying to fill the needs.

Nebraska Households without Computers



"Neuman and Celano are not the only researchers to reach this surprising and distressing conclusion. While technology has often been hailed as the great equalizer of educational opportunity, a growing body of evidence indicates that in many cases, tech is actually having the opposite effect: It is increasing the gap between rich and poor, between whites and minorities, and between the school-ready and the less-prepared."

*Quote from article, [Educational Technology isn't Leveling the Playing Field. In fact it's making achievement gaps even bigger.](#)
Annie Murphy Paul
June 2014 <http://goo.gl/JBa4gq>*

76% of households in Nebraska earning less than \$15,000 annually, do not use the internet at home compared to 45% of all Nebraska households.

Nationally Households With Internet Connection

48.4% household income of less than \$25,000 (households of \$100,000 is 98.1%)

60.6% of Black population

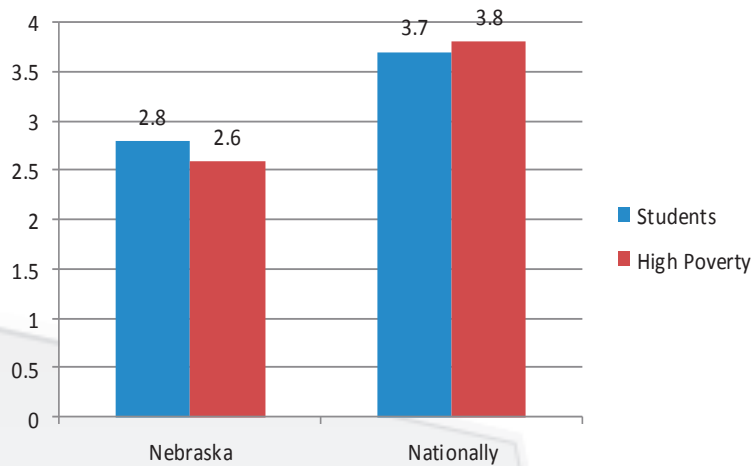
42.7% of non-high school graduates

Source: 2014 census.gov

Sources
Bridging the Digital Divide,
January 2014
<http://goo.gl/5L7U7R>

Pew Internet and American Life
Project study. <http://www.pewinternet.org/2013/09/25/whos-not-online-and-why/>

Students per internet connection



11% of schools in Nebraska, majority of the teachers surveyed said they are “beginners” in using technology. Nationally 15%.

34 state have education technology standards by grade level. Nebraska is one.

The Impact of Digital Tools on Student Writing and How Writing is Taught in Schools

BY [KRISTEN PURCELL](#), [JUDY BUCHANAN](#) AND [LINDA FRIEDRICH](#)

PewResearch Internet Project

Read entire article at: <http://goo.gl/pRSOeD>

A survey of 2,462 Advanced Placement (AP) and National Writing Project (NWP) teachers finds that digital technologies are shaping student writing in myriad ways and have also become helpful tools for teaching writing to middle and high school students. These teachers see the internet and digital technologies such as social networking sites, cell phones and texting, generally facilitating teens’ personal expression and creativity, broadening the audience for their written material, and encouraging teens to write more often in more formats than may have been the case in prior generations. At the same time, they describe the unique challenges of teaching writing in the digital age, including the “creep” of informal style into formal writing assignments and the need to better educate students about issues such as plagiarism and fair use.

Quote from article, “Research is finding other differences in how economically disadvantaged children use technology.

Some evidence suggests, for example, that schools in low-income neighborhoods are more apt to employ computers for drill and practice sessions than for creative or innovative projects. Poor children also bring less knowledge to their encounters with computers. Crucially, the comparatively rich background knowledge possessed by high-income students is not only about technology itself, but about everything in the wide world beyond one’s neighborhood. Not only are affluent kids more likely to know how to Google; they’re more likely to know what to Google for. “

Study: Suspensions harm ‘well-behaved’ kids

January 8, 2015 | By [Jane Meredith Adams](#) | EdSource read entire article at <http://goo.gl/WQyZXw>

It’s a belief repeated every day by teachers, principals and parents of rule-abiding children: Suspending disruptive students will allow the rest of the class to settle down and learn. But a new, large [study](#) calls this rationale into question.

The study is believed to be the first to look closely at the academic performance of individual students who have never been suspended, but who attend schools where others are suspended. After tracking nearly 17,000 students over three years, two Midwestern researchers found that high rates of school suspensions harmed math and reading scores for non-suspended students.

The relationship was inverse: The higher the number of suspensions during the course of a semester, the lower the non-suspended students’ scores on end-of-semester reading and math evaluations, said Brea L. Perry, a sociologist at Indiana University and co-author of the study with Edward W. Morris, a sociologist at the University of Kentucky. The study, which was published in the December issue of the peer-reviewed journal *American Sociological Review*, involved students in 17 middle schools and high schools in a Kentucky school district.

The higher the number of suspensions during the course of a semester, the lower the non-suspended students’ scores on end-of-semester reading and math evaluations, the study found.

What surprised us the most was this had not really been studied this way before,” Perry said. The findings suggest that high levels of suspensions “can have a very negative effect on those so-called ‘good apples,’ or rule-abiding students,” she said.

The findings were “robust,” Morris said, even when the results were controlled for the level of violence and disruption at schools, school funding and student-teacher ratios.

A low or average rate of suspensions appeared to have no academic impact on the non-suspended students, Perry said. “It only becomes harmful when schools are above average in their use of suspensions,” she said.

The reason, theorized Morris, whose work has focused on school environments and cultures, might have to do with the levels of anxiety and disconnection created in students when their peers are subject to frequent suspensions, often for issues such as dress code violations or insubordination.

“When you are in a very punitive environment, you’re getting the message that the school is focusing on crime control and behavior control,” he said. “Schools should really be about relationships.” “This is a new addition to the research, and a positive one,” said Daniel Losen, director of the Center for Civil Rights Remedies at UCLA’s Civil Rights Project and editor of the new book, [Closing the School Discipline Gap](#). Other studies have found that when schools reduce suspension rates and institute alternative methods of resolving conflict, academic achievement goes up, Losen said. But he said he wasn’t aware of a study that specifically examined the academic effects of suspensions on non-suspended students over time.



Orange Rhino Challenge: 365 Day Journey to Yell Less

Great resources, guide, journal and blog. Great for parents and ideas to incorporate into the classroom. Learn tone voice levels, craft your own personal "yelling meter", learn to stay calmer. <http://theorangerhino.com/>



Call for Artwork- NIEA 2015 Convention & Trade Show

The National Indian Education Association is holding its 46th Annual Convention on October 14-17, 2015 in Portland, Oregon. NIEA is seeking local, Native artists to provide the artwork to build out the theme for this year's Convention - **"Building Education Nations through Traditional Foundations."** Within the scope of the theme, we will be focusing on innovation, creativity, and culture. **Deadline February 15, 2015**

The selected artwork will be featured in marketing materials including website banners, member announcements, advertising, program cover, on-site signage, tote bag imprint, and other related marketing materials. The winning artist will be provided a complimentary vendor booth space at the 2015 Trade Show. With the artwork featured in the Convention's marketing materials there will be broad exposure of the winning submission. See guidelines at www.niea.org.



Help-seeking, teacher response, and socioeconomic

A new article in American Educator describes how students' experiences and outcomes -- even in the same classroom -- often diverge along socio-economic lines. Through her research, Jessica Calacaro finds current explanations for class-based inequalities are limited by lack of attention to children themselves and how teachers respond to them. Children are not passive recipients of advantages (or disadvantages). Rather, they bring class-based behaviors to the classroom that play a powerful role in generating inequalities. In classes Calacaro observed, children used different problem-solving strategies depending on socioeconomic level. Middle-class children actively sought help from teachers, while working-class children tried to manage problems on their own. These differing approaches did not automatically generate inequalities. Instead, inequalities resulted from teachers responding to strategies in distinct ways, perhaps inadvertently. Ambiguity in teacher expectations was a common byproduct of today's interactive elementary school classrooms. To avoid this, teachers can set clear expectations for when and how students should seek help. When teachers do not make expectations around seeking help extremely explicit, students are left to determine whether and how to make requests. Such decisions, in turn, exacerbate class differences in help-seeking and outcomes. View entire article at <http://www.aft.org/sites/default/files/calarco.pdf>





Education: the epicenter of injustice in our society

Low-income children of color are at the epicenter of injustice in our society, writes Mark Warren in *The New England Journal of Public Policy*. It will take a social movement to break this cycle, but education reformers seldom think in movement terms. Most reformers take a technical or an organizational approach, concentrating on how education is delivered, e.g., improving curricula or better training teachers. But the failures of public education are less organizational than a reflection of the lack of power held by low-income communities of color in terms of resources, accountability, and performance. Those with power seldom recognize or admit these failures are systems of oppression, rationalizing them as a result of natural forces, even as they work to alleviate them. Movements transform unequal power arrangements in part by demanding recognition, voice, and participation. A social movement can galvanize broad public consensus for far-reaching efforts to transform public education itself and to connect this transformational work to a larger movement to combat poverty and racism. As it stands, we are asking teachers to solve our biggest societal problems virtually on their own.

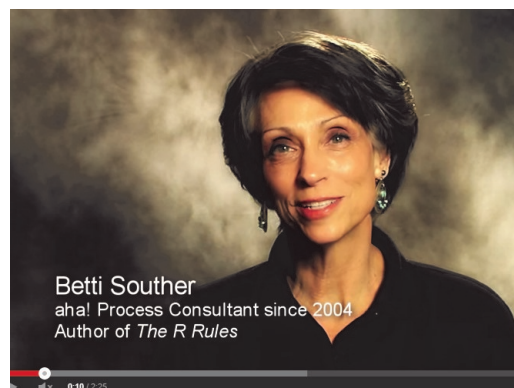
Download the complete paper in pdf. <http://goo.gl/tkbnbN>



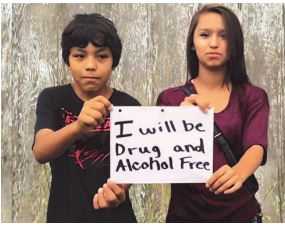
Do you have students who see no point in being educated? Students who have no future stories? Here are two short videos that you can use to inspire them.



<http://goo.gl/z6UC1R>



<http://goo.gl/SDD7Zl>





We Shall Remain: Video specific to Native youth, targeting dropout prevention and substance use.

It may be used in any setting without fear of copyright issues and without cost. They just want to get it out where it can impact as many youth as possible. I was happy to see Oklahoma Native role models featured at the end of the video. Beautifully filmed and edited with a powerful message. <http://goo.gl/8lqjIX>

FREE WEBINARS!

The **NEBRASKA DEPARTMENT OF EDUCATION**, in partnership with the Center for Educational Excellence in Alternative Settings (CEEAS), is pleased to announce **three FREE one-hour webinars** designed for teachers and administrators working in alternative schools.

There is NO FEE to participate in the webinars!
*You are invited to sign up for any or all of the following webinars.
 They do not need to be taken in sequence and may be taken individually.*

To register, please visit: www.education.ne.gov/cspd/OHP/Registration2015_for_web.pdf

Webinar flyer
<http://www.education.ne.gov/COMMISH/>

2

Making PBIS Work in Your School*

February 18th at 3:30pm

This workshop will provide administrators and teachers with a firm understanding of the research behind PBIS-type programming and offer practical tips on how to adapt the PBIS framework into your unique school and classroom environment.

3

Reading Strategies that Work*

March 18th at 3:30pm

This workshop will provide administrators and teachers with a balanced look at a sampling of reading intervention and support strategies. It is designed to support students with a wide range of reading skills and challenges and then offer practical tips on how to implement reading strategies in your unique school or classroom.

*Attendees are asked to download the *Start Meeting* desktop app prior to the beginning of the webinar at: www.startmeeting.com. Workshop materials will be accessible to individuals using laptops or personal computers equipped with web browsers. Materials will also be accessible on many tablets and smartphones.





Are You Using Digital Media and Technology in Your Classroom?

[Apply now](#) to the 2015 PBS LearningMedia Digital Innovators Program! 30 of the top applicants will receive one year of free professional development, a Samsung Galaxy® tablet, and a once-in-a-lifetime trip to Philadelphia, PA to attend the 2015 ISTE Conference and the PBS LearningMedia Digital Innovators Summit.

<http://goo.gl/aGb1GQ>

Grants:

Lowes Toolbox for Education grant: <http://www.toolboxforeducation.com/>

Spring 2015 Cycle. The Spring 2015 cycle is now open. The deadline for submitting applications for this grant cycle is February 13, 2015 11:59pm EST.

Humanities Nebraska grants: <http://humanitiesnebraska.org/grants/opportunities/>

Mini grants are for \$2,000 or less

Grant applications must be submitted no later than the due date. If the due date falls on a weekend or holiday, the grant is due the next business day.

- Mini Grants: **Jan. 1, March 1, May 1, July 1, Sept. 1 and Nov. 1** (Mini grants can fund projects that begin at least one month after the application deadline.)
- Major Grants: **March 1** (for programs beginning May 1 or later) **Aug. 1** (for programs beginning Oct. 1 or later)





Healthy Mind Healthy Body

January 2015 newsletter

Screen time: What's right for your family?

Parents and Educators: Don't miss these tips on striking the right balance.



Screens. For many of us, they're aglow in a variety of scenes in our family life. Whether it's tablets, smartphones, laptops or TVs, these devices can inform, entertain and keep us connected. And most of us wouldn't want to go without them.

But doctors have a message they hope American families hear: Excessive screen time may lead to problems — especially when it comes to kids.

Maxed out on media

Screen time isn't all bad. But too much has been linked to a number of health risks in children, including:

- Obesity
- Sleep troubles
- Difficulties in school
- Aggression and other behavior problems

Advice from the experts

The American Academy of Pediatrics (AAP) discourages media use for children younger than 2 years.

For kids 2 years and older, child health experts generally suggest less than one or two hours per day of screen time for entertainment. And that should be high-quality content. (See "What is high-quality content?")

And when kids hit the off button more often, they can tune in to the joy of free play. They might head outdoors — or explore fascinating worlds in the pages of a book. They can pal around with friends and siblings — and let their imaginations run wild. And they may discover new interests and talents.

Moving forward as a family

Are you ready to better manage your kids' media minutes? The AAP suggests these key steps:

- Set — and enforce — time limits. You may have occasions when you make exceptions. But try to be as consistent as possible.
- Take a media time out at mealtimes and before bedtime.
- Keep TV and other electronic devices out of kids' bedrooms.

To help children adjust, you might introduce these changes gradually. And parents, don't forget: You are role models. Try to control your own screen time. And set digital devices aside completely when the family is spending time together. What's good for your kids is good for you too.



2015 NJOMA Conference

"JOM Recipe for Success: Parent, Student and Teacher Collaboration"

Portland, Oregon

March 29 - March 31, 2015

Portland Marriott Downtown Waterfront

1401 SW Naito Pkwy., Portland, OR 97201

1-503-226-7600 | 1-800-228-9290

<http://goo.gl/H7JTyM>



NCSA

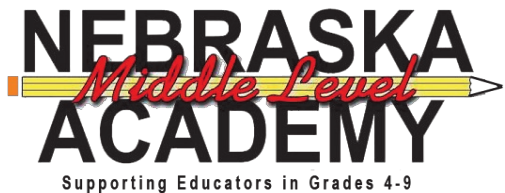
Nebraska Council of School Administrators

Administrator's Days

July 29, 2015 to July 31, 2015

Younes Conference Center, Kearney NE

Make your reservation NOW



Connect in Education

Mark the date for May 27-28, 2015

Norfolk Junior High School

<https://nmla.shutterfly.com/>

2015 Award Nominations Now being accepted for:

- Outstanding Teacher Award
- Outstanding Administrator Award
- Alfred A. Arth Outstanding Service Award

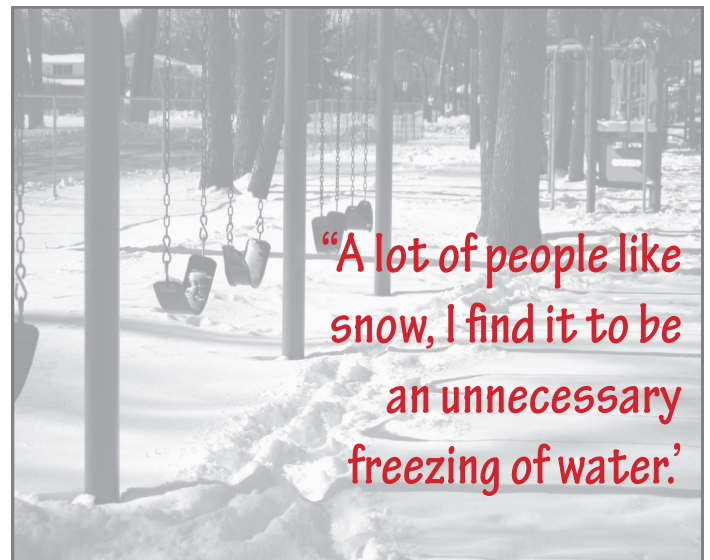
Registration is OPEN

Early Bird Registration is now open. Register by April 1, 2015 and the fee is only \$50.00

Administrators attend FREE with two paid teacher registrations.

Registration fee covers: breakfast and lunch each day and all conference materials.

Register online **TODAY!!**



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